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| **Teacher Name** | | |  | |
| **Subject/Course Title** | | |  | |
| **Grade Level** | | | 3rd Grade | |
| **Timeframe** | | | 4 ½ weeks | |
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| **DESIRED RESULTS** | | | | |
| **Unit/Topic/Concept** | | |  | |
| **Essential Question(s)** | | | * How does curiosity lead to knowledge? | |
| **ESTABLISHED GOALS**  ***(Common Core State Standard*s)** | | | * W.3.1 Introduction, body, conclusion. Opinion: reasons that support   opinions.(On-going)   * W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. * W.3.4-6 Guidance and support from adults/peers revise, edit and publish   (On-going)   * W.3.7 Conduct short research projects that build knowledge about a topic. * RF.3.3a Common prefixes and suffixes(On-going) * RF.3.4a Affixes(On-going) * RF.3.3b Decode words with common Latin suffixes * RI 3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. * RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. * RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). * L.3.3a Words and phrases for effect * L.3.4e Use high frequency suffixes and patterns in writing and speaking * L.3.3b Common prefixes and suffixes(On-going) * L.3.4c Meaning behind root words(On-going) | |
| **UNDERSTANDINGS** | | | *Students will understand that…*   * asking questions leads to research which leads to knowledge * using text features helps authors to convey different ideas and information | |
| **Acquiring SKILLS and KNOWLEDGE (Unpacking the standards to specific skills and knowledge.)** | | | *Students will know…*   * how to generate questions for inquiry * how to use text features (headings, graphs, pictures, etc.) and text structures (time, cause/effect, sequence of steps) to improve comprehension * how to paraphrase * how to use multiple sources to research topics * how to evaluate sources * how to decode words * how to write opinions supported with reasons * how to write to explain ideas and information using text and other features | |
| **TRANSFER GOALS**  ***(Connected to Established Goals)*** | | | *Students will be able to independently use their learning to…*   * use text features to read nonfiction texts * write to communicate to a specific audience | |
| **Bloom’s** | | | * Remembering Recall or recognize information, ideas, and principles in the approximate form in which they are learned. Can the student recall or remember the information? Who, What, When, Why, Recall, Define, List * Understanding Understand the main idea of material heard, viewed, or read. Interpret or summarize the ideas in own words. Can the student explain ideas or concepts? Clarify, Calculate, Characterize, Interpret, Retell, Infer, Summarize, Estimate * Applying Apply an abstract idea in a concrete situation to solve a problem or relate it to prior experience. Can the student use the information in a new way? Choose, Develop, Prepare, Present, Respond, Delineate * Analyzing Break down a concept or idea into parts and show relationships among the parts. Can the student distinguish between the different parts? * Classify, Compare, Sort, Sequence * Evaluating Bring together parts of knowledge to form a whole and build relationships for new situations. Can the student justify stand or decision? Defend, Compile, Create, Explain, Revise, Imagine, Elaborate * Creating Make informed judgments about the value of ideas or materials. Use standards and criteria to support opinions and views. Can the student create a new product or point of view? Assess, Criticize, Critique, Defend, Support, Summarize | |
| **Graduate skills reinforced** | | | * **Effective communication**-listen, read, think, speak, and write effectively to find, evaluate, and use information; to form an argument; or to solve a problem **.** * **Effective performance skills**-learn, unlearn, and relearn; accurately assess his or her own strengths and weaknesses; be self-reliant and take initiative; use good judgment; take risk to improve; be punctual, responsible, and accountable. * **Effective Task Completion**-Follow directions, commit to task, persist in the face of a challenge, strive for accuracy, and take pride in work. * **Effective Team member skills-** work effectively with people, act with honesty and integrity, see the big picture, display a positive attitude, and respect others. | |
| **Materials/Texts/Resources needed** | | | * **Materials:**  Strategy Cards -FOCUS * **Texts:**    + Extended Text: *Space* by Will Osborne and Mary Pope Osborne (Magic Tree House)   + Short Texts:     - Meteor! By Patricia Polacco     - *I Can Hear the Sun* by Patricia Pollacco     - *Moonshot: The Flight of Apollo 11* by Brian Floca * **Resources:** [moreheadplanetarium.com](http://www.moreheadplanetarium.org/index.cfm?fuseaction=page&filename=mth.html) (<http://www>.moreheadplanetarium.org/index.cfm?fuseaction=page&filename=mth.html) | |
| **Content specific vocabulary needed** | | | * CH 1: ADVENTURE , MISSION (Dear Reader section), ASTRONOMY 13 * CH2: TELESCOPE 17 , BELIEF 17 , THEORY 20 , INVENTION 17 , UNIVERSE 27, * EXPLOSION 28 , GALAXIES 31 * CH3: REACTION 36 , DIAMETER 36 ,BIOGRAPHY , INFLUENTIAL * CH4: ROTATION 47 , ORBITS 46 , SOLAR 45 * CH5: FORCE 78, SATELLITE 81 * CH6: PROBES 88, MODULE 92 * CH7: COSMONAUTS 99, COOPERATION 100 * CH8: HULL 112, CONDITIONS 120, WEIGHTLESSNESS 112 * CH9: COLONIES 122, ACHIEVEMENT 123 | |
| **Academic specific vocabulary needed** | | | * headings, graphics, sidebar, captions, key words, hyperlinks, charts, diagrams, timeline, labels, illustrations, graphs | |
| **Prior knowledge needed** | | | * Introduction, Body, and Conclusion * What is an opinion? | |
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| **ASSESSMENT EVIDENCE** | | | | |
| **PERFORMANCE TASK(S)** | | | **Day 1:** Read the article, “What’s the Forecast” with a small group. As you read the article with your group, make a list of questions that sparks your curiosity? Individually choose one question to further research.  **Day 2:** From the resources provided, read to learn more about your question.  **Day 3:** Decide how to present your new learning. Write to explain what made you curious and what information you learned? Think about the text features that will best explain the ideas and information to a second grade class. | |
| **OTHER EVIDENCE** | | | Opinion piece to be come back to. | |
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| **LEARNING PLAN** | | | | |
| **Lesson #**  **Date/Day** | | **Teaching/**  **Delivery Method(What I will say or do)** | | **Check for Understanding**  **(What will the students say or do)** |
| **Lesson #**  **1 of 5**  **Week 5** | * Show video * Observe and circulate turn and talk and respond with Quickwrite . * Read Chapters 1 &2 of Space. * Introduce vocabulary. * Discuss author and illustrator. | | | * Journal/Essay Question: Have you ever believed something but weren’t sure if others believed the same? What proof did you need/have for that thought? Find an example in the text of someone who believed in something that no one else did. * Turn and Talk * Quickwrite * Focus Strategy Cards |
| **Lesson #**  **2 of 5**  **Week 6** | * Read Chapter 3 of Space. * Locate the heading. * Introduce biography and pre fix “bio”. | | | * Journal/Essay Question: Which Early astronomer was most influential? Why? * Journal/Essay Question: Explain how our lives would be different without the sun. Find examples from the text that support your reasons. * Locate the header you found your information from. * Focus Strategy Cards |
| **Lesson #**  **3 of 6**  **Week 7** | * Read Chapter 4 of Space. | | | * Journal/Essay Question: Determine which part of the Solar System is your favorite? Why? * Begin research to determine which part of the Solar System is your favorite and why. Use a variety of sources and materials. * Focus Strategy Cards |
| **Lesson #**  **4 of 5**  **Week 8** | * Read Chapters 5 &6 of Space. * Read Moon Shot. * Introduce phases of the moon 3-D animation * Footage of Armstrong Moon Walk. [Nasa.gov](http://www.nasa.gov) or youtube footage | | | * Rank the necessary items you will need in space. 1 being most important and then generate the list. * Recreate phases of the moon using Oreos * Focus Strategy Cards |
| **Lesson #**  **5 of 5**  **Week 9** | * Read Chapters 7,8, & 9 of Space. | | | * Journal/Essay Question: What is the purpose of a space station? How will space stations impact your future? * Pass the Paper/Progressive Writing * Focus Strategy Cards |
| **Connectivity** | | | **CGI word problems in math, social studies, science, biographies, timelines** | |
| **Differentiated Instruction** | | |  | |
| **Reflection** | | |  | |
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